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ABSTRACT

Reported are results of surveys, during the 1987-88 school year, of parents, teachers, classified personnel, principals, and students in the four four-track, year-round schools in Cajon Valley (California). Cajon Valley Union is an elementary district with 19 elementary schools (16 are K-6 and three are K-5), one middle school (grades 6-8), and three junior high schools The purpose of the surveys was to determine the effects of the year-round program as perceived by those directly involved in it and to determine their opinions about year-round schools. All respondents moderately affirmed the desirability of year-round schools. Both parents and students were more in favor of year-round schools than they had been before. Teachers and principals preferred the year-round approach because they thought the students learned more, were less fatigued, and had more interest in school. (Author/SI)

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A REPORT ON OPINION SURVEYS OF PARENTS, STUDENTS, AND STAFF OF FOUR-TRACK YEAR-ROUND SCHOOLS IN CAJON VALLEY

1987-1988

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ABSTRACT

This is a report on surveys of parents, students, teachers, classified staff, and the principals of the four four-track, year-round schools in Cajon Valley. The purpose of the surveys was to determine the perceived effects of the year-round program by those directly involved in it and to determine their opinions about year-round schools. The opinions about the desirability of year-round schools were moderate, but all respondents were in favor of it. Both parents and students were more in favor of year-round than they had been before. Teachers and principals preferred it because they thought the students learned more, were less fatigued, and that students had more interest in school.

As the school population continues to expand rapidly in California, and with state funding for new school construction in near chaos, the alternative of year-round schools is being considered by more and more school districts. More often than not, this is with strong opposition from parent groups. The most recent Gallup Poll reveals that, nationwide, more parents disapprove of year-round school (53%) than approve (40%). This rate of approval is even less than it was in 1972 (53% approved then and 41% disapproved).[1]

School districts who want to consider year-round as a viable option to overcrowding need to be aware of the potential parent uprising as they proceed toward the implementation of year-round school. In Cajon Valley, even with a year of advanced planning, the change for four of its 19 elementary schools in 1987-88 was not without strong opposition from parents. As there was a need to place even more schools on the year-round schedule in 1988-89, a survey was taken at the end of the 1987-88 school year to determine if this opposition had been tempered for those who had experienced year-round for the year.

This paper reports on the results of that survey of all parents, teachers, classified personnel, principals, and a sample of students in the four four-track, year-round schools in the 1987-88 school year.

Cajon Valley Union is an elementary district with 19 elementary schools, 16 of which are kindergarten through sixth and three kindergarten through fifth, one middle school (six through eighth), and three junior high schools. The school population at the time of this study was 14,700. Since the beginning of the 1984-85 school year, the school population in this district has increased by 29%, and one new school has been built.

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[1]Alec M. Gallup and Stanley Ulam, "The 20th Annual Gallup Poll of the Public's Attitudes Toward Public Schools." *Phi Delta Kappan*, September, 1988, pp. 34-46.

Cajon Valley is in the City of El Cajon, California and lies 15 miles east of San Diego. The word El Cajon translates to "the box" which defines not only the geography of the city, but to some extent, the population of the school district. El Cajon is surrounded by low lying mountains. In the valley, or at the bottom of this box is the heart of the city and the location of the most affordable housing, with the more affluent residing in the surrounding hills. It is in the valley floor where most of the expanding population has recently settled. Three of the four schools in this study are designated Chapter I schools. The other school is out of the valley in a more affluent, but relatively new area.

Planning for year-round school for the most highly impacted schools began in 1986, a full year before it was to be implemented. One of the first moves made by the administration was to offer teachers in schools slated to go year-round the option to transfer, although few teachers opted out.

During this planning year, rigorous opposition developed from parents at one of the schools being considered. This school was not one of the four that changed to the year-round schedule in 1987-88.

While this change was being considered there were many discussions, pro and con, about the effects of the change--on the con side: the disruption of family routines, the difficulty of working out vacation schedules, lack of summer school opportunities, the inconveniences for parents with children on different schedules, the inconveniences for teachers who must change classrooms during the year, disruptions by students off track, etc. On the pro side was the claim that students would not forget as much during the break, that not as much time would be needed for review, there would be less teacher fatigue, less student fatigue, and fewer discipline problems.

In an attempt to answer these and other questions about year-round education in Cajon Valley, a survey was conducted this spring. All persons involved in the schools in question were surveyed--all parents, teachers, the principal, a sample of students, and all classified personnel at these four schools.

Most of the items on these surveys formed the basis for an opinion survey. Some were factual statements. In constructing this survey, statements of an opinion were made, and the respondent was asked to indicate the extent to which he/she agreed. In order not to introduce bias into the results, some of the statements reflect a positive attitude toward year-round or a positive effect of year-round. There is not a perfect balance of positive-negative statements because there is a need to have a certain amount of logical flow to the questions. Also, there is a need not to appear redundant, i.e., having the statement, "I am in favor of year-round" followed by, "I am not in favor of year-round."

Composites in the Questionnaire

Within the four questionnaires on these surveys, certain items which bear a logical relationship to each other are grouped together to form a composite, that is, one score. Several questions deal with the attitude one has toward year-round schooling. Not all of these questions will be direct and ask--"Do you like the year-round schedule over the traditional schedule?" For example, teachers are asked if the different vacation schedule in year-round had a positive effect on teacher fatigue, on student fatigue, or teacher performance and on student performance. On the other hand, there is the statement, "Changing or sharing a room during the year hinders teaching." Responses to both of these statements are taken as reflecting an attitude toward year-round schooling. Agreeing with the statements about the vacation will yield a high score

(with five being the highest and one the lowest). On the other hand, the respondent would have to disagree with the statement about changing rooms to get a high score.

In displaying the statements within each of the composites, they will all be stated in the positive because that will better communicate the message that a high score is a measure of a more positive attitude toward the composite in question.

Parent Survey Results

As stated above, all parents of children enrolled in the four year-round schools were surveyed. There were 2,862 surveys distributed to the schools to be taken home by the children. Of these, 1,772 were completed and returned for a 62% rate of return--a very high percentage for parent surveys.

There were 17 questions on the parent survey grouped into two composites--1) Their perception of their child's attitude toward year-round schooling, and 2) The parent's attitude toward year-round.

Composites from the Parent Survey

The items that made up each composite are given below. This is followed by Table I which shows the average score for each composite. The score for each of the questions is shown in Exhibit A in the Appendix.

Child's attitude toward year-round

Since year-round my children:

- are more interested in school.
- like having a number of short vacations.
- have achieved as well as before.
- have achieved a higher degree of competency.
- have not been distressed because they must change rooms after vacation.

TABLE I

SURVEY RESULTS FROM PARENTS OF STUDENTS
ENROLLED IN FOUR-TRACK, YEAR-ROUND SCHOOLS - 1987-88

	SCHOOLS				
	All Schools N=1769 Score*	Ballantyne N=436 Score	Lexington N=380 Score	Magnolia N=406 Score	Vista Grande N=547 Score
COMPOSITES					
Child's attitude toward year-round	3.7	3.7	3.7	3.7	3.8
Parent's attitude toward year-round	3.3	3.3	3.3	3.2	3.3
ITEMS NOT IN COMPOSITES					
Family activities have changed	2.85	2.84	2.85	2.82	3.02
Vacations are more varied	3.57	3.57	3.58	3.67	3.54
Year-round not caused too much disruption in family activities	2.48	3.37	3.64	3.47	3.45
Your child enjoyed intersessions	2.78	2.61	2.81	2.69	2.96
Intersessions should continue	4.06	3.89	4.09	4.06	4.18

*(N) is the number of completed surveys. The score is the mean (average) score of the items that are included in the composite. The scores can range from 1.00 (disagree strongly) to 5.00 (agree strongly). The higher the score the more the respondents are in agreement with the statement. A score of 3.00 means that the respondents have no opinion about the statement.

Parent's attitude toward year-round

- The year-round program should be expanded districtwide.
- Year-round has not caused too much disruption to family routines.
- Teacher morale has improved.
- The program should be expanded to high school.
- You are more in favor of year-round than at first.
- Expansion of year-round to other schools should be optional.

Questions Not Part of the Composites

There were five questions that were not logically related to the extent that agreement with one would lead to an expectation of agreement with the others. Thus, they are presented in Table I as single items. These single item scores will tend to vary more than the composite scores. The reason is that the composite score is a more rigorous and more reliable measure because it is made up of several items. One might add, however, even though the composites contain items that are logically related, they do not necessarily represent a single dimension. To the extent that they don't, the composite score will understate the opinions that it is intended to measure.

Composite Scores for Parents

Child's attitude toward year-round. In the perception of the parents their children feel positive about year-round. A score of 3.7 was obtained by three of the four schools with Vista Grande parents scoring 3.8. Fifty percent of the parents agreed with statements that described their children as being favorable toward the year-round schedule, 18% had no opinion, and 32% thought that their children were not favorable toward year-round.

Parent's attitude toward year-round. On this composite, parents were not found to be as favorable toward year-round as they perceived their children to be. This average score (all four schools) was 3.3, which is slightly above a

neutral position. Again we see virtual agreement among parents in the four schools on average scores, with Magnolia scoring 3.2 and the other three scoring 3.3. In terms of percentage of responses, a plurality of parents had positive opinions about the desirability of year-round. One asked parents if year-round should be expanded districtwide. Fifty-six percent agreed that it should. The other question asked if parents were more in favor of year-round now than before. Sixty-two percent of the parents said yes.

Responses to Items Not in the Composites

There were five items in the parent survey that were not included in the composites. Three related to family activities and to intersessions.

Family activities. There was a statement about activities such as those at the church or the club changing. The average score on this item was 2.85 which indicates that activities have not changed much since year-round. On the other hand, there is an indication that vacations have become more varied. The average score here was 3.57. The other statement was to the effect that there had not been family disruption due to year-round. Parents tended to agree with this statement. The average score was 3.48.

Intersessions. One of the statements relating to this, for those who had a child attending, was that the child enjoyed intersessions as much as summer school. The average score on this was 2.78 indicating that this was not the case--47% disagreed with the statement, 30% had no opinion, and 23% agreed. On the other hand, parents were very much in favor of continuing to offer intersessions. With a score of 4.06, 67% agreed, 28% had no opinion, and 5% did not agree.

Summary of Results of Parent Survey

We have reported on the results of a survey of 1,772 parents from the four four-track, year-round schools in Cajon Valley. It was found that the composite score of 3.3 for parent attitudes was lower than the 3.7 for parent perception of students' attitudes. On the question directly dealing with attitude toward year-round, 56% of the parents thought that it should be expanded to all schools, and 62% were more in favor of year-round than before.

A large percentage of parents thought that their children liked year-round with 50% agreeing with a statement that described their children as being favorable toward year-round, 18% expressing no opinion, and 32% disagreeing.

On other questions, parents thought that activities such as church or clubs have not changed much but that vacations had become more varied. They had not perceived their children as liking intersessions any better than summer school but were in favor of continuing the intersessions.

From the report on the results of the parent survey we go to the student survey.

The Student Sample

A stratified sample of students in grades fourth through sixth from the four-track, year-round schools was surveyed. Sixteen classes, representing one class for each track for each school, were selected. There were 450 students enrolled in these sixteen classes. This constituted a 53% sample of the total population of 855 fourth though sixth grade students. Of the 450 questionnaires sent, 416 were returned which was a 92% return rate. The 416 completed surveys are 49% of the total population which is more than adequate for a reliable sample of the total population.

Student scores. We will report average scores of students when presenting the survey results. The student scores are on a different scale than either parents, teachers, or classified personnel. You will remember the parent survey asked for agreement with statements with five choices--and the scores ranged from one to five, with a 3.00 representing a neutral or no opinion score. On surveys of children one will typically find either a yes-no response choice or a yes-no-don't know choice. It is felt that presenting children with only three choices on attitudinal questions is more reliable than offering five choices. Thus, on the student survey, the choices regarding the statements are--yes, this is true, not sure if this is true, or no, this is not true. The scores are 3.00 for a yes, 2.00 for not sure, and 1.00 for no.

Some of the items on the student survey have parallel items on the adult surveys. Because of the different scales, direct comparisons of scores should not be made.

Student Attitude Toward School

One item was included on the student survey as a screening variable. This was the statement, "I like school." We included this so that we could see if students varied across schools in their general attitude toward school. If there was no difference, then we could assume that other differences in attitude, i.e., attitude toward year-round, would not be effected by the students' attitude toward school.

The scores of students on this measure shown on the following page indicate that all except Lexington have a positive attitude toward school. Thus, if we see the attitudes of Lexington students differ from other students with respect to attitude toward year-round, this must be considered.

	Average Score	% Yes	% No Opinion	% No
Ballantyne	2.34	60	14	26
Lexington	1.99	40	20	41
Magnolia	2.26	53	22	25
Vista Grande	2.25	51	23	26
All Schools	2.21	51	20	29

There were 18 questions on the survey grouped into three composites. These composites are attitude toward year round, in-school effects of year-round, and out-of-school effects of year-round.

The questions associated with each of these composites are listed below.

Composites from the Student Survey

Attitude toward year-round

- I like school more with year-round.
- I would like to continue year-round.
- With year-round I do not get as tired of school.

In-school effects of year-round

- I remember more after vacation.
- We do not have to review as much after vacation.
- My classmates are just as happy.
- I don't mind having another class use our room.
- I have not been bothered by students off-track who are on vacation.
- I can still do the things I like in year-round school.
- I learn more.

Out-of-school effects of year-round

- I can take part in after school programs as much as before.
- Our family can take vacation trips together as before.
- Most of the students on my track live in my neighborhood.

Composite Scores for Students

Attitude toward year-round school. As shown in Table II, the attitudes of students toward year-round school were positive. The average score was 2.2. The percentage of students who agreed with the statements that were a part of this composite was 44, and the percent disagreeing was 37. This left 19% with no opinion.

Vista Grande students had the most positive attitude scoring 2.4 and Magnolia the least positive with 2.0.

In-school effects. The scores here were virtually identical with the scores on attitude toward year-round. Only Magnolia had a different score with a 2.2 for in-school effects. For all students the percentage agreeing with the items on this composite was 44 with 33% disagreeing.

Out-of-school effects. The average for all schools was 2.0 which was the score for Ballantyne and Vista Grande. Lexington scored 2.1 and Magnolia 1.9. However, there was less agreement on this composite--37% agreed, and 45% disagreed with the statements making up this composite.

Responses to Items not in the Composites

There were four items not included in the composites on the student survey. One measured the students' attitude toward year-round when they first learned that they were going to be attending year-round. The other two were related to intersessions.

Attitude Toward Year-Round Before and After

Attitude beforehand. Included on the student survey was a question to determine the students' attitudes before they began attending year-round. The

TABLE 11

SURVEY RESULTS FROM STUDENTS IN
FOUR-TRACK, YEAR-ROUND SCHOOLS - 1987-88

	SCHOOLS				
	All Schools N=416 Score[1]	Ballantyne N=99 Score	Lexington N=106 Score	Magnolia N=124 Score	Vista Grande N=98 Score
COMPOSITES					
1. Attitude toward year-round	2.2	2.2	2.1	2.0	2.4
2. In-school effects	2.2	2.2	2.1	2.2	2.4
3. Out-of-school effects	2.0	2.0	2.1	1.9	2.0
ITEMS NOT IN COMPOSITES					
Attitude toward year-round:					
before attending	1.77	1.71	1.81	1.79	1.78
after attending[2]	2.15	2.13	2.12	2.02	2.38
Prefer intersession	2.02	1.84	2.08	2.03	2.10
Continue intersessions	2.10	1.96	2.15	2.10	2.02

[1](N) is the number of completed surveys. A score of 3.00 is the maximum score possible. A 1.00 is the minimum possible.

[2]The "after attending" score comes from one of the items on Composite #1, the one that gave the most direct before and after measure of this attitude. The item measuring the attitude before stated--"When I heard that we were going year-round, I did not like the idea." The item measuring the attitude after stated--"I like school less with year-round." Both items were negatively weighted--the greater the disagreement the higher the score.

statement was, "When I heard that we were going year-round, I did not like the idea." The majority of students agreed with that (55%) while 12% were undecided, and 33% disagreed. Thus, they got the relatively low average score of 1.77.

Attitude after. One of the questions that is a part of composite number one is, "I like school less with year-round." The average score on this item is 2.15, as only 34% of the students agreed. There were 49% disagreeing, and 17% were undecided.

The before and after scores for Ballantyne were 1.71-2.13; for Lexington, 1.81-2.12; for Magnolia, 1.79-2.02; and for Vista Grande, 1.78-2.38. Thus, students in all the schools were more in favor of year-round at the end of the first year than they had been at the beginning. The greatest change was for students of Vista Grande followed by students at Ballantyne.

It would appear that attitude toward school had little or no effect on the change in attitude toward year-round. Ballantyne and Magnolia students had more positive attitudes toward school than did Lexington students. Ballantyne students changed their attitude toward year-round more than Lexington, but Lexington improved their attitude toward year-round more than Magnolia students.

Intersessions. The questions on intersessions parallel the questions asked of parents. The first statement was, "I prefer intersessions to summer school." The average score was 2.02. Since this is an item score, not a composite score, 2.02 should be interpreted as a neutral score. Thus, it would appear that students on the whole have no preference either way.

Should intersessions continue to be offered? While the students did not favor this as strongly as their parents, they were, to a slight extent, more in agreement than disagreement with an average score of 2.10.

Summary of Results of Student Survey

The student survey was organized into three composites measuring the students' attitude toward year-round school and the reporting on the in-school and the out-of-school effects of year-round by students. The scores on these composites were all positive indicating that its students liked the year-round school and that they felt the effects were positive.

Two items on the survey measured the students' attitude toward year-round before the year began and at the end of this year. We reported that students changed their attitude from not liking the idea of year-round to being in favor of it. Students seemed to be ambivalent about intersessions.

From the discussion of the results of student surveys we turn now to the teacher results.

Teacher Survey Results

All the teachers in the four-track, year-round schools were surveyed. Of the 95 teachers teaching in these four schools, 90 completed the survey (95%).

There were 37 questions on the survey that were grouped into six composites. These composites were: 1) Effect on student achievement; 2) Effect on student attitude and interest; 3) Effect on teacher work load; 4) Effect on resources; 5) Attitude about changing rooms; and 6) Attitude toward year-round.

The questions associated with each of these composites are listed below. The composite score is given for each school for all four schools combined in Table III. The score means (averages) for each question are given in the Appendix.

Composites from the Teacher Survey

Effect on student achievement

- Achieved as well as on traditional schedule
- Less time needed for review
- Positive effect on teacher performance
- Positive effect on student academic performance
- Positive effect on student fatigue
- For educating children, year-round is a success

Effect on student attitude and interest

- Fewer discipline problems
- More student interest in education
- More interested in class after vacation
- Longer attention span
- Likes school better
- Attitude toward learning improved

Effect on teacher work load

- Have as much time as before for lesson planning
- Not as much teacher fatigue
- Easier to find time to prepare parent conference forms
- Easier to find time to schedule student conferences
- Easier to find time to schedule parent conferences

Effect on resources

- Materials are more available
- Community resources are more available
- Storage was adequate

TABLE III

SURVEY RESULTS FROM TEACHERS
IN FOUR-TRACK, YEAR-ROUND SCHOOLS - 1987-88

Composite	All Schools N=90 Score*	Ballantyne N=29 Score	Lexington N=23 Score	Magnolia N=20 Score	Vista Grande N=18 Score
		SCHOOLS			
1. Effect on student achievement	3.8	3.8	3.2	4.2	3.9
2. Effect on student attitude and interest	3.5	3.7	3.1	3.7	3.4
3. Effect on teacher work load	3.7	3.8	3.3	4.0	3.6
4. Effect on resources	3.2	3.7	2.5	3.6	3.0
5. Attitude about changing rooms	2.9	3.3	2.1	3.6	2.5
6. Teacher attitude toward year-round	3.3	3.5	2.8	3.7	3.1

*(N) is the number of completed surveys. Score is the mean (average) with 5.00 being the highest possible and 1.00 the lowest. A high score means a positive effect or a positive attitude toward year-round. A 3.00 means there was no effect or no opinion regarding that composite.

Teacher attitude toward year-round school

- Teacher morale has improved at my school
- Expansion to year-round should not be optional
- Expansion should be to all grades in the district
- Felt positive about going year-round
- Like teaching in year-round
- Not as difficult to meet family responsibilities
- Not as difficult to find time for:
  attending professional meetings/graduate studies
- Community attitudes are more positive toward:
  school
  learning
- I favor the year-round schedule

Composite Scores for Teachers

Effect on student achievement. With an average score of 3.8, the teachers indicate that year-round has positively effected student achievement. The scores range from 3.2 at Lexington to 4.2 at Magnolia.

Effect on student attitude/interest. Teachers also think that year-round effects student attitudes and interest positively, however, not quite as strongly as it effects achievement. The average score on this composite is 3.5. Lexington, again, has the lowest score with a 3.1, Vista Grande a 3.4, and Ballantyne and Magnolia a 3.7.

Effect on teacher work load. With an average score of 3.7, teachers see a positive effect of year-round on teacher work load. The school scores range from 3.3 at Lexington to 4.0 at Magnolia.

Effect on resources. The average score on this is 3.2. The schools differ more on this composite than any of the above. Ballantyne and Magnolia see the effects as positive with scores of 3.7 and 3.6, respectively. Lexington sees the effect on resources as negative with a score of 2.5, and Vista Grande is neutral on the matter with a score of 3.0.

Attitude about changing rooms. It is on this issue that one would expect a negative score from teachers, and this is true except for Ballantyne and Magnolia. Their scores are 3.3 and 3.6, respectively. Lexington scored 2.1 and Vista Grande 2.5.

Teacher attitude toward year-round. The average score on this composite is 3.3. The highest score is for Magnolia at 3.7, followed by Ballantyne at 3.5. Next is Vista Grande at 3.1, then Lexington at 2.8.

While this is a positive score, it is lower than one might expect given the scores on the composites above. One of the reasons is that there are more items on this composite than on any of the others--nine. The more items there are the more opportunity for item scores to vary. When there is a great deal of variability, the total score is depressed even though some of the item scores can be quite high. The three items on this composite on which teachers gave negative scores were not the most direct statements about liking year-round. These three had to do with attending professional meetings, pursuing graduate studies, and making year-round optional. The item on this composite with the highest score was, "I like teaching in year-round." The average score on this item was 4.21. The school scores on this item were 4.70 for Magnolia, 4.45 for Ballantyne, 4.11 for Vista Grande, and 3.57 for Lexington.

The scores for the six composites on the teacher survey have been presented, and they show positive results on all the composites except one--changing rooms between intersessions. In addition to the questions, there were four additional questions on the teacher survey. We turn now to the results on these questions.

Teacher items not in composites. Three of the six items not included in the composites dealt with the perceived interest of parents and attitudes of the community in year-round education. The scores on these items are presented in Table IV.

The first of these was the statement, "Parents show more interest." The average score on this indicated disagreement with this statement--a score of 2.71. On the other hand, teachers agreed with statements that the community attitudes toward school and toward learning were more positive by average scores of 3.18 and 3.17, respectively.

Another item on the teacher survey stated, "My vacations are more varied." Teachers agreed with this with an average score of 3.92.

The other two questions on the survey asked teachers about their involvement in planning for year-round. One of these statements was, "I was involved in planning for this program." The other statement was that teachers were involved in planning for year-round. The average score for the first of these statements was 3.70 and for the second, about the involvement of teachers, was 3.93. In all schools except Vista Grande the score for teachers in general were higher than for teachers personally. Vista Grande had the highest of these scores, 4.17 for personal involvement and 4.18 for teachers generally being involved. Lexington had the lowest scores, 3.35 and 3.43, respectively, for personal involvement and teacher involvement.

Summary of Results of Teacher Survey

The teacher survey was organized into six composites that related to different aspects of year-round schooling. In addition to the composites were three questions dealing with parent or community interest, one item on vacations, and two items dealing with involvement in planning for year-round. The

TABLE IV

SURVEY RESULTS FROM TEACHERS
ON ITEMS NOT INCLUDED ON COMPOSITES IN
FOUR-TRACK, YEAR-ROUND SCHOOLS - 1987-88

Items	All Schools N=90 Score	Ballantyne N=20 Score	Lexington N=23 Score	Magnolia N=20 Score	Vista Grande N=18 Score
Parents show more interest	2.71	2.60	2.39	2.90	3.00
Community attitudes are more positive:					
toward school	3.18	3.39	2.70	3.45	3.17
toward learning	3.17	3.41	2.61	3.42	3.22
My vacations are more varied	3.92	4.03	3.35	4.30	4.06
I was involved in planning	3.70	3.76	3.35	3.60	4.17
Teachers were inovlved in planning	3.93	4.10	3.43	4.05	4.18

composites were: effect on student achievement, effect on student attitude/interest, effect on teacher work load, effect on resources, attitude about changing rooms, and teacher attitude toward year-round.

It was found that teachers viewed all of these aspects positively, except changing rooms. The composites with the highest scores, that is, the most positive, were: effect on student achievement, effect on teacher work load, and effect on student attitude/interest.

The composite score on teacher attitude toward year-round, while positive, was not high. One reason for this was that there were nine items in this composite, some of which may have less importance to teachers as an aspect of year-round schooling since the highest item score in the survey was the one which stated, "I like teaching in year-round."

It was also found that teachers see their vacations as being more varied and do not see parents as having more interest in school with year-round. However, they do see the community as being more interested in school and in learning.

Apparently, teachers were offered the opportunity to be involved in planning for year-round. They perceive that other teachers were actually involved more than they were themselves.

With the presentation of the results of the teacher survey, we turn now to the results of the classified personnel survey.

Classified Personnel Survey Results

All classified personnel at the four-track, year-round schools were surveyed. There were 68 (66%) completed surveys from the 103 employees. The

items on the classified survey were organized into four composites. These were teacher morale, student attitude/behavior, summary of work load, and attitude toward year-round.

Teacher morale. The items that were a part of the teacher morale composite were:

- Teacher morale seems to have improved
- Changing rooms has not bothered teachers

Student attitude and behavior

- Students seem better behaved than last year
- Students seem to like having a number of vacations
- Vacationing students have not disturbed others
- Classroom behavior has improved with year-round

Work load

- My work load has not increased with year-round
- The year-round program has not interfered with work

Attitude toward year-round

- Year-round should be made optional
- Year-round should be adopted for high school
- I want to continue working in year-round

Composite Scores for Classified Personnel

Teacher morale. As shown in Table V, the classified personnel see no effect of year-round on teacher morale. The average score was 3.0 and ranged from 2.7 at Lexington to 3.4 at Ballantyne. Magnolia scored 3.3 and Vista Grande 2.8.

TABLE V

SURVEY RESULTS FROM CLASSIFIED PERSONNEL
IN FOUR-TRACK, YEAR-ROUND SCHOOLS - 1987-88

	All Schools N=103 Score	Ballantyne N=17 Score	Lexington N=22 Score	Magnolia N=16 Score	Vista Grande N=10 Score
COMPOSITES					
Teacher morale	3.0	3.4	2.7	3.3	2.8
Student attitude/behavior	3.6	3.7	3.4	3.5	3.7
Work load	3.4	3.9	3.1	3.4	3.1
Attitude toward year-round	3.4	3.4	3.0	3.8	3.9
ITEMS NOT IN COMPOSITES	3.92	4.03	3.35	4.30	4.06
Doing things with family easier	3.10	3.24	2.86	3.25	3.00
I was involved in planning	2.66	2.73	2.43	3.00	2.80

Student attitude/behavior. This composite was seen as positive by the classified personnel with an average score of 3.6. Ballantyne and Vista Grande scored 3.7, Magnolia 3.5, and Lexington 3.4.

Work load. This, too, was given a positive score as the average for all schools was 3.4. Lexington and Vista Grande scored 3.1, Magnolia 3.4, and Ballantyne 3.9.

Attitude toward year-round. The score here was almost parallel to the one above with an average of 3.4. The school scores were 3.9 for Vista Grande, 3.8 for Magnolia, 3.4 for Ballantyne, and 3.0 for Lexington.

We turn now to the two items not a part of the composites, one of which was neutral and the other got a negative score.

The classified personnel indicated that doing things with their family was no easier or more difficult with the year-round schedule with an average score of 3.10.

The score on being involved in planning was negative with an average score of 2.66. The scores ranged from 2.43 at Lexington to 3.00 at Magnolia. Ballantyne scored 2.73, and Vista Grande scored 2.80.

Summary of Results of Classified Survey

Two of the composites on the classified survey asked about their perception of others at the school. One asked about teachers' morale, the other about students' attitudes. On the whole, the classified staff did not see that year-round effected the morale of teachers. On the other hand, they saw student attitudes and behavior as improving.

With respect to the items that directly affected them, it was, on balance, positive. At two schools they did not see the work load changing; at the other

two they viewed it as improving. The attitude toward year-round was generally positive.

We turn now to the final group that was surveyed regarding year-round--the principals.

Results of Survey of Principals

The four principals of the year-round schools were sent a questionnaire that contained 26 items in which they were asked to indicate the extent of agreement or disagreement with each. Their responses were scored just as the other surveys with scores that could range from one to five. The higher the score the more positive in regard to year-round school. A 3.00 indicates no effect or no opinion. Below 3.00 is a negative effect or opinion. The principals' scores are given below with content specified.

Content of the Item	Score
Students	
- Variety of programs	4.25
- Student achievement	3.50
- Discipline problems	3.25
- Interest in school	3.25
- Shorter vacations	3.00
Teachers	
- Morale	4.25
- Time for lesson planning	3.25
- Room change problems	2.25
- Time for graduate courses	2.00
- Time spent on review	3.50

Principal

- Work load	1.50
- Beginning/ending school	3.00
- Leadership opportunities	4.00
- Involved in planning	5.00
- Favor year-round	4.50

Intersessions

- Offered subject variety	4.00
- Strain on teachers	3.75
- Enthusiasm of students	3.75
- Favor continuing year-round	5.00

Expansion of year-round

- Districtwide	2.75
- A site option	2.00
- High school	2.50

Other items

- Parent interest	3.75

Principals were asked to comment on the strengths of the year-round program and to make suggestions for improving the year-round school.

Strengths. One principal said that the strengths were high teacher and student morale. Another said the retention of curriculum, less student/teacher fatigue, the flexible vacation schedule, and better pacing of the curriculum. The third said that there was a feeling that teacher absences were fewer (and that this would be verified in June), that teachers come back from breaks refreshed and that fewer students on campus was a big plus.

Improvements. It was suggested by one principal that there should be more library staff time allocated as well as more secretarial time. Another said that the calendar should be modified to lengthen the student day giving an

additional student-free day so that track-in/out teachers have a room free in which to work. It was also suggested by this principal that additional clerical help was needed as well as a full-time site coordinator. The third principal suggested that maintenance crews' workweek needs to include weekends. Also, it would be helpful if every special program was not on track C--that perhaps other options could be explored. The fourth principal suggested that all departments in the district need to adjust schedules to meet the needs of year-round schools.

Summary and Conclusions

In this report we have presented the results of surveys of parents, students, teachers, classified staff, and the principals of the four-track, year-round schools in Cajon Valley. The purpose of these surveys was to determine the perceived effects of the year-round program by those directly involved in it and to determine their opinions about year-round schools.

What we found in these surveys was that all of these groups were in favor of the year-round school. Parents were not only asked about their opinions of year-round, but they were asked what their children thought of it. Parents were in favor of year-round school and perceived that their children were in favor of this schedule also. Students went into the year-round school with a somewhat negative view of it. This had changed rather dramatically by the end of the year. The year-round school is popular with teachers, also. Part of the reason for this is that they perceive that the students learn more, are less fatigued, and that students have a more positive attitude and are more interested in school. One disadvantage for teachers is that the scheduling makes it more difficult to pursue graduate studies. Another disadvantage for teachers is the need to clean out their classroom at break time and turn it over to

another teacher. This means that they have to set up the class three times a year instead of one. While this makes for more work, the responses of teachers indicated that they are willing to do it for the other benefits.

The classified staff perceived that the student attitudes and behaviors were improved with year-round school. They did not feel that they had an increased work load as a result of year-round. They, too, were generally in favor of the program.

The four principals were strong supporters of the program in spite of the fact that it significantly increased their work load. The benefits they saw were more variety of programs for students, better achievement of students, and better teacher morale. They were not in favor of the adoption of year-round school for all schools in the district.

With the exception of the teachers, there was no difference between school populations in regard to their perception of the positive effects of year-round or of their preference for the year-round schedule. While the parents and students of Lexington did not differ from parents and students at other schools, the teachers at Lexington were less in favor of the program than were teachers at the other three schools.

It should be noted that the measures of opinions about year-round are not extremely positive when one considers each group in isolation. The position of each group is moderate. The significance is that they all agree that they prefer the year-round program, and they agree on several of the perceived benefits of the program, and these benefits, more often than not, are benefits for the children.

APPENDIX

The responses to each item on each of the four surveys are included in the Appendix. Exhibit A is the parent survey results, Exhibit B the students' results, Exhibit C, the teachers', and Exhibit D, the classified. For each, the results for all schools are shown followed by the results for each of the schools.

As stated in the body of this report, the description of the items on the surveys are all positive statements with regard to year-round schooling. This was done for the sake of clarity of meaning. That is, a higher score always meant a more positive opinion of year-round or a most positive effect of year-round. Since the items on the questionnaire were not all positive statements, this was accomplished by giving different weights to the questions. For the positively worded statements a "strongly agree" response was scored as a "05" and a "strongly disagree" scored a "01." For the negatively worded statements, the opposite was true. A "strongly agree" was scored as a "01" and a "strongly disagree" scored as a "05."

EXHIBIT A

PARENT SURVEY ON YEAR-ROUND SCHOOL

	All Schools Avg.	Ballantyne Avg.	Lexington Avg.	Magnolia Avg.	Vista Grande Avg.
Since year-round my children:					
1. are not as interested in school.	4.00	3.93	3.93	3.92	4.15
2. like having a number of short vacations.	4.06	4.08	4.02	3.98	4.12
3. have achieved as well as before year-round.	3.90	3.86	3.83	3.89	3.99
4. have achieved a higher degree of competency.	3.47	3.55	3.58	3.46	3.35
5. have volunteered to attend intersessions.	0.26	0.23	0.25	0.26	0.28
6. have attended one or more intersessions.	0.27	0.20	0.27	0.28	0.31
7. have not enjoyed intersessions as much as they did summer school.	2.78	2.61	2.81	2.69	2.96
8. have been distressed because they must change rooms after each vacation.	3.18	3.19	3.16	2.98	3.34
To what extent do you agree that:					
9. Your family activities--church, clubs, etc., have changed.	2.85	2.84	2.65	2.82	3.02
10. Teacher morale has improved since year-round.	3.39	3.47	3.43	3.43	3.26
11. The program should be expanded districtwide.	3.58	3.59	3.66	3.46	3.62
12. Year-round school has caused too much disruption to routines in family activities.	3.48	3.37	3.64	3.47	3.45
13. Expansion of year-round to other schools should be optional.	2.57	2.49	2.49	2.34	2.84
14. The program should be expanded to high school.	3.22	3.28	3.25	3.24	3.14
15. You are less in favor of year-round school now than when it was first introduced.	3.61	3.51	3.61	3.54	3.73
16. Since year-round, our vacation activities have been more varied.	3.57	3.57	3.50	3.67	3.54
17. Intersessions should continue to be offered.	4.06	3.89	4.09	4.06	4.18

EXHIBIT B

STUDENT SURVEY ON YEAR-ROUND SCHOOL

	All Schools Avg.	Ballantyne Avg.	Lexington Avg.	Magnolia Avg.	Vista Grande Avg.
1. I don't get as tired of school in year-round with three vacations instead of all summer off.	2.29	2.27	2.23	2.13	2.59
2. In year-round I remember more of my school work after vacation than I did after summer vacation.	2.34	2.42	2.29	2.26	2.43
3. When we come back from vacation in year-round, we don't review as much as before year-round.	2.21	2.30	2.04	2.34	2.13
4. My classmates are not as happy with year-round.	2.01	2.00	1.97	1.86	2.24
5. I don't like having another class use our classroom when we are on vacation.	2.10	1.96	1.73	2.17	2.53
6. I cannot take part in after school programs (sports, scouts, and other things) as much as before year-round.	2.19	2.21	2.26	2.09	2.24
7. Students from other tracks who are on vacation have bothered our class.	2.39	2.25	2.34	2.20	2.81
8. I like school less with year-round.	2.15	2.13	2.12	2.02	2.38
9. I have attended at least one intersession.	1.60	1.40	1.61	1.74	1.59
10. I prefer intersessions to summer school.	2.02	1.84	2.08	2.03	2.10
11. I think intersessions should be continued.	2.10	1.96	2.15	2.17	2.02
12. In year-round school, I learn more than when I had all summer off.	2.13	2.09	2.18	2.10	2.18
13. When I heard that we were going to year-round, I did not like the idea.	1.77	1.71	1.81	1.79	1.78
14. Our family cannot take vacation trips together the same as before year-round.	1.88	1.64	1.96	1.94	1.96
15. I like school.	2.21	2.34	1.99	2.26	2.25
16. I can still do the things I like in year-round school.	2.41	2.40	2.46	2.27	2.55
17. I would like to continue to go to year-round school.	2.08	2.11	2.03	1.98	2.22
18. Most of the students on my track live in my neighborhood.	1.83	2.00	1.95	1.59	1.88

EXHIBIT C

TEACHER SURVEY ON YEAR-ROUND SCHOOL

	All Schools Avg.	Ballantyne Avg.	Lexington Avg.	Magnolia Avg.	Vista Grande Avg.
1. With year-round I have fewer discipline problems.	2.89	3.10	2.43	3.15	2.83
2. Teacher morale has improved in my school.	3.38	3.55	2.57	4.11	3.39
3. Parents of my students show more interest.	2.71	2.66	2.39	2.90	3.00
4. My students achieved as well as on traditional schedule.	3.70	3.62	3.26	4.05	4.00
5. With year-round less time is needed for review.	3.64	3.66	2.83	4.05	4.24
6. Students in year-round show more interest in education.	3.17	3.50	2.48	3.20	3.50
7. I have as much time as before for lesson planning.	3.51	3.62	3.09	3.80	3.53
8. Changing or sharing a room during the year hinders teaching.	2.54	2.97	1.78	3.21	2.11
9. This program should be expanded to all grades in the district.	3.28	3.28	2.91	3.75	3.22
10. My vacation activities are now more varied.	3.92	4.03	3.35	4.30	4.06
11. I was involved in planning for this program.	3.70	3.76	3.35	3.60	4.17
12. Expansion of this program to other schools should be optional.	2.81	2.93	2.09	3.00	3.28
13. Students return from intersession with less interest in class.	3.89	4.10	3.70	4.15	3.50
14. I felt positive when I learned we would have a year-round school.	3.66	4.14	3.04	4.30	2.94
15. I like teaching in a year-round school.	4.21	4.45	3.57	4.70	4.11
16. Teachers were not adequately involved in planning year-round.	3.93	4.10	3.43	4.05	4.18
Different vacation schedules in year-round had a positive effect on:					
17. teacher performance.	3.74	3.90	3.26	4.25	3.56
18. teacher fatigue.	3.89	4.03	3.09	4.60	3.89
19. student academic performance.	3.45	3.66	2.96	3.75	3.41
20. student fatigue.	3.93	3.89	3.39	4.55	4.00
21. The attention span of students is shorter with year-round.	3.85	3.72	3.68	4.15	3.94
22. It is now more difficult to meet family responsibilities.	3.57	3.69	3.39	4.00	3.11
It has been more difficult to find time for:					
23. preparing parent conference forms.	3.53	3.62	3.26	3.68	3.56
24. attending professional meetings.	2.96	3.61	2.48	3.35	2.11
25. scheduling conferences with students.	3.71	3.86	3.57	3.90	3.44
26. scheduling conferences with parents.	3.70	3.89	3.57	3.85	3.39
27. for graduate studies.	2.72	2.89	2.30	3.05	2.61
28. Teaching materials are not as available with year-round.	3.20	3.76	2.22	3.65	3.06

EXHIBIT C (Continued)

TEACHER SURVEY ON YEAR-ROUND SCHOOL

	All Schools Avg.	Ballantyne Avg.	Lexington Avg.	Magnolia Avg.	Vista Grande Avg.
29. Community resources are not as available with year-round.	3.39	3.76	2.77	3.60	3.29
30. In terms of educating children, year-round school is a success.	4.06	4.25	3.57	4.35	4.06
31. Students in year-round seem to like school better.	3.56	3.83	3.13	3.80	3.39
32. Student attitudes toward learning improved with year-round.	3.46	3.68	2.96	3.80	3.39
33. Community attitudes toward school are more positive.	3.18	3.39	2.70	3.45	3.17
34. Community attitudes toward learning are more positive.	3.17	3.41	2.61	3.42	3.22
35. My storage was adequate.	3.11	3.48	2.61	3.58	2.67
I favor the year-round schedule:					
36. even if there's no money for more classrooms.	3.49	3.71	2.83	4.05	3.39
37. in spite of taking down and setting up my classroom.	3.29	3.59	2.48	4.05	3.00

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EXHIBIT D

CLASSIFIED SURVEY ON YEAR-ROUND SCHOOL

	All Schools Avg.	Ballantyne Avg.	Lexington Avg.	Magnolia Avg.	Vista Grande Avg.
1. Students seem to be better behaved than last year	3.12	3.13	3.00	3.38	3.00
2. Teacher morale seems to have improved.	3.61	4.35	2.91	4.07	3.50
3. Our students seem to like having a number of vacations.	4.21	4.35	4.00	4.25	4.20
4. Doing things with my family is easier with year-round.	3.10	3.24	2.86	3.25	3.00
5. Students on vacation have been a disruptive influence.	3.74	3.94	3.64	3.31	4.10
6. Changing rooms after each vacation has bothered our teachers.	2.43	2.44	2.41	2.63	2.00
7. I was involved in planning for year-round.	2.66	2.73	2.43	3.00	2.80
8. My work load has not increased with year-round.	2.96	3.71	2.68	2.75	2.40
9. The year-round program has interfered with my work.	3.81	4.19	3.45	4.00	3.80
10. They should make every school in the district year-round.	3.18	3.06	2.62	3.44	4.20
11. Year-round should be made optional for each school.	3.01	2.82	2.73	3.50	3.30
12. The year-round schedule should be adopted for high school.	3.29	3.29	2.59	4.25	3.50
13. The general classroom behavior of children has improved with year-round.	3.16	3.47	2.91	3.13	3.40
14. I wish to continue working on the year-round schedule.	4.18	4.29	3.91	4.06	4.70